

U.S. Department of Education

Washington, D.C. 20202-5335



OSEP FY '06 GRANT PERFORMANCE REPORT FOR CONTINUATION FUNDING
CFDA # 84.323A
PR/Award # H323A050006
Budget Period # 1
Report Type: Annual Performance

OMB No. 1890-0004, Expiration Date: 07/31/2007

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**U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)**

Check only one box per Program Office instructions.

☒ **Annual Performance Report** ☐ **Final Performance Report**

General Information

1. PR/Award #: **H323A050006**

(Block 5 of the Grant Award Notification.)

2. NCES ID #: 30

(See Instructions.)

3. Project Title: Project STRIDE: Strengthening Teacher Retention, Instructional Design, and Evaluation

(Enter the same title as on the approved application.)

4. Grantee Name*(Block 1 of the Grant Award Notification.)*: Montana Office of Public Instruction

5. Grantee Address *(See Instructions.)*: PO BOX 202501

City: HELENA State: MT Zip:59620 Zip+4:2501

6. Project Director:	First Name	Last Name	Title
	Robert	Runkel	Project Director

Ph. #:
4064444429

Fax #:
4064443924

Email Address:
BRUNKEL@MT.GOV

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 7/1/2005 To: 5/6/2006 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	0.00	0.00
b. Current Reporting Period	181,363.00	0.00
c. Entire Project Period <i>(For Final Performance Reports only)</i>	0.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? ☒ Yes
☐ No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes
☐ No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2004 To: 6/30/2007 (mm/dd/yyyy)
 Approving Federal agency: ☒ ED ☐ Other (Please Specify)
 Type of Rate (For Final Performance Reports Only): ☐ Provisional ☐ Final ☐ Other (Please Specify)
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :
- ☐ Is included in your approved Indirect Cost Rate Agreement?
☐ Complies with 34 CFR 76.564(c)(2)?

Human Subjects ((See instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval? ☐ Yes ☐ No
☒ N/A

Performance Measures Status and Certification ((See instructions.)

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project

Status Chart? ☐ Yes ☒ No

b. If no, when will the data be available and submitted to the Department? 6/5/2007 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct

and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: LINDA MCCULLOCH	Title: STATE SUPERINTENDENT
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : Executive Summary Year One
 File : H:\SPDG 05\06 annual report\ED524BExecSummary.doc



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #: H323A050006

***PROJECT STRIDE: STRENGTHENING TEACHER RETENTION, INSTRUCTIONAL
DESIGN, AND EVALUATION***
MONTANA'S STATE PERSONNEL DEVELOPMENT GRANT
2006

EXECUTIVE SUMMARY YEAR ONE

Montana's State Professional Development Grant includes a set of focused and purposeful professional development activities implemented across a five-year period of time. All activities are focused on increasing student access to skilled teachers and educationally responsive classrooms as the means of improving academic outcomes. Toward that end, proposed objectives and associated activities focus on three major goals: (1) increasing access to the general education curriculum; (2) support to implement early intervening strategies; and (3) planned efforts that focus on the recruitment and retention of highly qualified teachers.

Professional development initiatives focused on **access to the general education curriculum** focus on pedagogical practices, such as differentiated instruction and universal design, that lead to implementation of standards-based instructional units designed with the full range of students in mind. A second academic initiative addresses reading, seeking to expand and align ongoing state efforts to ensure that students with disabilities are beneficiaries of successful school-based reading inventions currently supported with Title I dollars, as well as implement initiatives focused on schools not involved in this program. Systematic pilot testing and broader-based professional development focused on **early intervening** complement these efforts, supporting LEAs to take advantage of new provisions of the IDEA 2004 to provide research-based supports to students before they fail and are identified as exceptional. Finally, **recruitment and retention** initiatives focus on maintaining qualified and skilled teachers in the classroom. Strategies include the expansion of mentoring opportunities in the state, efforts to ensure preparation of personnel to work with children under Part C, and the development of an innovative Core Academic Competency Fellowship Program. This program will provide a structured opportunity for general and special educators to learn about collaborative teaching models designed as vehicles to bring specialized supports to students with learning needs in the regular classroom. The program is being structured to have the added benefit of supporting newly trained special education teachers in their ongoing development of teaching skills in core academic subject areas.

The initiatives that are part of this project take a number of forms, using strategies that meet nationally recognized standards for high-quality professional development (NSDC, 2001). Further, they are aligned and coordinated with school improvement initiatives supported by Title I and Title II dollars. Finally, project activities evaluation is grounded in a Results and Performance Accountability evaluation model which will ensure that ongoing data collection and analysis will inform continuous improvement efforts, as well as outcome analyses.

Baseline data, targets, and performance data are currently being developed for many of the performance measures. The required performance indicators were not available in the development of the grant application and are now being aligned during these first months of grant activity.

The goals of the grant are:

Goal 1. Access to the General Education Curriculum. Students with disabilities will have increased access to the general education curriculum.

Goal 2. Early Intervening Services. To assist LEAs to implement coordinated early intervening services to support students at risk before they are referred to special education.

Goal 3. Teacher Training and Retention. Students with disabilities will receive instruction from well-prepared special educators who are skilled in core curriculum content.

Information regarding SPDG goal activities is enclosed.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A050006**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1 . Project Objective ☒ Check if this is a status update for the previous budget period.

To provide schools with multiple avenues of support through which teachers increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students.

1a. Performance Measure	Measure Type	Quantitative Data					
The percent of personnel receiving professional development through the SDPG based on scientific-or evidence-based instructional practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100	75		999 / 999	100
1b. Performance Measure	Measure Type	Quantitative Data					
The percentage of professional development/training activities provided through the SDPG based on scientific-or evidence-based instructional/behavioral practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			95 / 100	95		999 / 999	100
1c. Performance Measure	Measure Type	Quantitative Data					
Increase in percentage of	PROJ						

students with disabilities who score in the proficient range on statewide assessment in schools involved in the We Teach All initiative.	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
		999 / 999	100		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The first months of grant activity have revolved around establishing baseline data and performance data systems. We Teach All is one of the vehicles through which the OPI is assisting teachers increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students. After expanding one CSPD region at a time throughout our last SIG, the project is now in place statewide. Schools that commit to the project receive support and access to training to assist them in setting and meeting goals developed by school teams. Opportunities for schools not yet involved in the project will be offered. Additionally, we have identified and supported a “high implementing” site at the High School level. This site will monitor student achievement in-house, as well as develop materials for dissemination and providing professional development by school staff.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2 . Project Objective ☐ Check if this is a status update for the previous budget period.
To provide more effective and intensive reading interventions for students with disabilities.

2a. Performance Measure	Measure Type	Quantitative Data					
The percent of personnel receiving professional development through the SPDG based on scientific-or evidence-based instructional practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			70 / 100	70		33 / 41	80
2b. Performance Measure	Measure Type	Quantitative Data					
Percentage of students with disabilities in Reading First schools receiving SBRR instruction.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999 / 999	100		999 / 999	100
2c. Performance Measure	Measure Type	Quantitative Data					
Percentage of students with disabilities in Reading First schools demonstrating gains in reading skills.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

		999 / 999	100		999 / 999	100
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Explanation of Progress (Include Qualitative Data and Data Collection Information)

The thirteen schools encompassing the project activity connecting special educators with their Reading First cohorts represent a diverse range of schools from across Montana. Many of the schools are tribal and faced with multiple improvement issues. The geographical range of the schools combined with Montana's winter weather influences attendance rates at professional development activities.

We are establishing baseline data for 2b and 2c.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4 . Project Objective ☐ Check if this is a status update for the previous budget period.
To develop guidance documents for LEAs that want to implement early intervening strategies.

4a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percentage of districts receiving material that find it useful and clear.	PROJ		/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
This objective is scheduled to occur in subsequent years of the grant.



**U.S. Department of Education
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Project Status Chart**

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3 . Project Objective ☒ Check if this is a status update for the previous budget period.

To pilot and systematically evaluate training and technical assistance activities with a small number of districts to determine the necessary components for a support model for rural districts to implement an effective RtI model.

3a. Performance Measure	Measure Type	Quantitative Data					
The percentage of professional development/training activities provided through the SPDG based on scientific- or evidence-based instructional/behavioral practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3 / 3	100		3 / 3	100
3b. Performance Measure	Measure Type	Quantitative Data					
Percentage of personnel in pilot schools receiving training on RtI practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999 / 999	100		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The professional development/training activities reported in 3a are those specifically related to training of RtI coaches of the pilot schools in our project. Additional trainings for broader audiences are occurring under other sources of funding or

grant activities.

Baseline data for 3b is being collected.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5 . Project Objective ☐ Check if this is a status update for the previous budget period.
To refine and replicate the RtI pilot project to encompass additional LEAs.

5a. Performance Measure	Measure Type	Quantitative Data					
Number of additional schools involved in expansion efforts in subsequent years.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
This objective is not scheduled for implementation during the current project year.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

6 . Project Objective ☐ Check if this is a status update for the previous budget period.
To provide an array of other professional development activities for LEAs seeking to implement early intervening services.

6a. Performance Measure	Measure Type	Quantitative Data					
Extent to which training materials/activities are utilized by districts.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
This activity is not scheduled to be implemented during the current project year.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

7 . Project Objective ☐ Check if this is a status update for the previous budget period.
To facilitate and support schools to provide mentor programs for new special education teachers.

7a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percentage of increase of districts adopting mentor programs.	PROJ		999 / 999	100		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Baseline data is being established. The annual mentor institute will continue this summer.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

8 . Project Objective ☒ Check if this is a status update for the previous budget period.

To develop professional development options that enable special educators to meet established criteria to become highly qualified in core curriculum content areas.

. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Percentage of special education teachers in Montana meeting highly qualified standards.	PROJ	Raw Number	Ratio	%	Raw Number	Ratio	%
			999 / 999	100		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Montana teacher education programs will continue to require that all prospective special education teachers hold degrees in general education prior to receiving the teacher endorsement as a special education teacher. The state is in the final stages of discussion with the U.S. Department of Education on a multiple measure approach to evaluate elementary teacher core competence. After final standards are approved Montana will establish baseline data.



**U.S. Department of Education
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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

9 . Project Objective ☒ Check if this is a status update for the previous budget period.
To support the preparation of highly qualified personnel to work with children in Montana served under Part C.

9a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percentage of university courses sponsored by SPDG that incorporate training on evidence-based instructional practices.	PROJ		5 / 5	100		5 / 5	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

All courses sponsored by the SPDG incorporated training on evidence-based instructional practices.



**U.S. Department of Education
Grant Performance Report (ED 524B)
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PR/Award #: **H323A050006**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : Montana Budget Information

File : H:\SPDG 05\06 annual report\budget524BSectionBC.doc

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title : N/A

File :



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

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Expiration: 10-31-2007

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SECTION B – Montana Budget Information *(See Instructions. Use as many pages as necessary.)*

Budget expenditures from the grant to date total \$181,363. This is significantly less than the annual \$650,000 award. The explanation revolves around two issues. First, we received notice of the grant in late September so the time available to us to develop and implement grant activities has been limited this year. As a result, many of the grant activities have spent this initial time in planning activities which have not required a great deal of funding. Secondly, we have conscientiously designed grant activities to maximize the resources committed to them. This has required long-range programmatic and budgetary planning. Our activities were and are being approached as multi-year projects that build sustainable outcomes. As such, the flow of funds over the life of the grant will reflect low financial flow and high financial flow designed to facilitate the best results for each grant activity.